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ABSTRACT

This distributive education performance-based instructional unit on customer services contains six lesson plans, each based on a 55-minute class period. The lesson plans cover the following information: (1) purpose of customer services; (2) types of customer services; (3) the influence customer services has on the store's image; (4) the costs involved in offering different customer services; (5) who ultimately pays for customer services; and (6) types of retail stores and the customer services offered by each type. Each unit includes most of the following elements: information sheets, assignment sheets, transparency masters, key and answer sheets, and teacher reference sheets. A list of terminal and enabling objectives and a pre-assessment instrument and key precede the lesson plans. Optional activities, a bibliography, a post-assessment instrument, and key and unit evaluation are included at the end of the unit. (BM)

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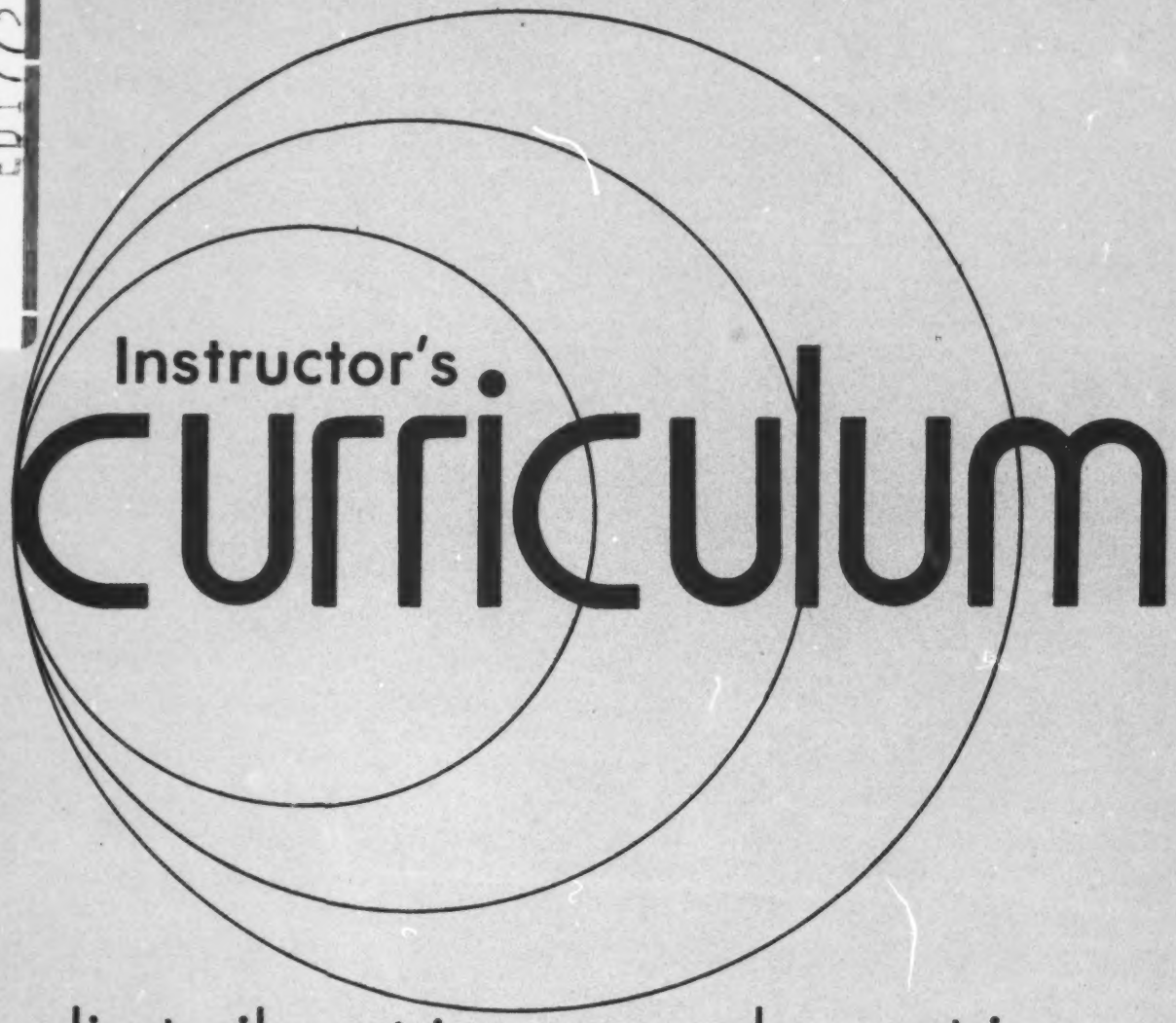
Customer Services



Instructor's curriculum

distributive education

CE023623

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PRACTICAL ARTS AND VOCATIONAL-TECHNICAL EDUCATION

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FOREWORD

The Missouri Distributive Education Curriculum is a performance-based curriculum for distributive education throughout the state of Missouri. This curriculum system is composed of twenty units, ten designed for use in junior preparatory classes, and ten for senior cooperative distributive education classes. All units were written by teams of distributive education teacher-coordinators. Performance objectives and content of the units were validated by advisory committees composed of persons in business, during the field-tests conducted by distributive education teacher-coordinators in their classrooms. The units were then corrected, improved and made ready for final printing.

Each unit is self-contained, which means that unless desired, no outside reference is needed to teach the unit. Each unit also has suggested optional activities to supplement instruction. The units can be viewed in two ways: a "survival kit" for the beginning teacher, or as an organizational aid to the experienced teacher.

Philosophy of the Curriculum

Almost without exception, instruction is intended to equip students to do something beyond the classroom. It seems beyond debate that any instruction must be based upon a definite analysis of whatever it is that the student is expected to be able to accomplish as a result of the instruction. Without a clear description of the kind of behavior that will be required of the student, it is impossible to determine with any degree of precision what is to be taught. With this in mind, a careful and thorough analysis of "what the student must do" and "what the student must know" in order to perform in a desirable manner in business was conducted during the development of the objectives for the units.

A terminal performance objective and appropriate enabling objectives for each unit were formulated. The objectives were developed by teams of experienced coordinators drawing on their own expertise, other curriculum materials, and the research of Crawford, Lynch and others. The objectives and the corresponding unit performance evaluations were then validated by people representing the business community.

Unit Components

Each unit is completely self-contained. All instructional materials necessary to teach each unit are provided. To supplement the teaching of the units, optional activities are suggested.

Each unit follows a unique color-coding and numbering system. The units contain the following components:

Introduction: This component provides a thumbnail sketch of the unit and the content and describes why mastery of the objectives is important to the learner. It is designed to motivate the students as well as orient them to the unit.

Performance Objectives: The terminal objective specifies the performance which will be expected of the learner at the completion of the unit. The enabling objectives specify the information, products and competencies which must be mastered or produced by the students in order to be able to perform the terminal objective.

Pre-Assessment: This is a measurement tool to determine the degree of knowledge and/or competency the students already possess of the unit's content. For some units, the pre-assessment is a paper-pencil pre-test. For other units, the pre-assessment consists of pertinent questions and class discussion.

Unit Outline: This presents a table of contents of the unit, the time required for the unit and the materials and resources needed.

Lesson Plans: Lesson plans are presented for each day of the unit accompanied by all necessary material including student information sheets, assignment sheets and teacher materials.

Post-Assessment: This is an objective examination which measures the student's mastery of the enabling objectives. Theoretically, its purpose is not to determine a grade, but to inform the teacher as to whether or not the students are prepared to attempt the unit performance evaluation.

Unit Evaluation: Each unit contains an evaluation of the student's performance or development of a product which is related as closely as possible to actual practice in the world of work. For many units, business people are utilized as evaluators. The unit performance evaluation is critical to effective instruction of the unit because only then will the teacher and students know whether or not the students actually mastered the unit.

Unfortunately, many teachers decide to "take a short-cut," and eliminate the unit evaluation. Ending the unit with the post-instruction assessment falls far short of concluding the unit. Everything accomplished in the classroom from the day the unit was introduced to the completion of the post-instruction assessment has been designed so that the student would be able to attempt the unit performance evaluation.

This evaluation has been developed to determine realistically whether or not the student can satisfactorily perform the terminal objective which specifies the performance expected of the learner at the completion of the unit.

For example, the performance required for the unit, *Getting a Job*, is an actual job interview. For *Parliamentary Procedure*, the performance evaluation is to conduct a meeting using parliamentary rules. For *Economics of Marketing*, the performance evaluation is to develop a product, identify the market functions, define a marketing concept for the product, show what market segments will be appealed to, classify what stores will sell the product, what channels of distribution will be used and what marketing strategy will be used based on the psychological needs of consumers. The unit evaluation, properly conducted, will serve several purposes:

*Provides a "doing" activity for students and an opportunity for them to display the skills and competencies they have acquired.

*Provides students with an opportunity to gain a sense of pride in their accomplishments, as they satisfactorily complete the activity.

*Provides students with an opportunity to receive constructive first-hand knowledge of what is taught in a distributive education program.

*Serves as a good public relations tool for the distributive education program, and could definitely enhance placement of students on jobs.

How to Use the Units

Each unit has a unit numbering system and is color-coded for the convenience of the teacher. Each unit has been assigned a number which is found on the objective sheet. For example, the first unit is *Orientation to Distributive Education and DECA*. The unit number and the objective number are always the same; in this case, it is 1.00.

Each unit contains a terminal objective (blue sheet). The terminal objective will always be 1.00, 2.00, 3.00 . . . 20.00. The enabling objectives will always follow the terminal objective on blue sheets. Enabling objectives for each unit are always prefaced with the unit number and are numbered consecutively. For example, 2.06 is the sixth enabling objective in the second unit.

The lesson plans (yellow sheets) are numbered within the units in the order in which they are to be taught and are not to be confused with the terminal or enabling objectives numbering system.

Lesson plan 12.08, for example, is for the eighth lesson in unit twelve. In the lesson plan, the enabling objective(s) is listed that will be concentrated on during that lesson.

The assignment sheets (green), the information sheets (pink) and the transparency masters (white) are numbered according to the daily lesson plans, not the terminal or enabling objectives. For example, the first assignment sheet for lesson plan 12 is assignment sheet 12.01. The first transparency master for lesson plan 12 is TM 12.01. The information sheets, assignment sheets and transparency masters are keyed to the lesson plan, but are numbered independently of each other. Depending on what is being taught during the lesson, there could be several different assignment sheets, information sheets or transparency masters or a combination of all three.

Students should be provided copies of the objectives, information sheets and assignment sheets. These are available in sufficient quantities for classes at the Instructional Materials Laboratory at the University of Missouri-Columbia. These student materials can be given to students as a packet at the beginning of the unit to be used as needed, or the teacher may elect to give students the necessary materials on a daily basis.

There are two assessments at the end of each unit. One is the post-assessment (buff), and the other is the unit evaluation (buff).

Suggested Use of Units

Two-Year Programs

First year:

Orientation to D.E. and DECA

Parliamentary Procedure

Careers

Human Relations in Marketing and Distribution

Communications

Retailing

Free Enterprise

Physical Distribution

Mathematics

Getting a Job

Second year:

Selling

Human Relations on the Job

Customer Services

Sales Promotion

Operations

Buying and Pricing

Marketing Analysis

Economics of Marketing

Operating Your Own Business

Preparing for Promotion

One-Year Programs

Orientation to D.E. and DECA

Parliamentary Procedure

Careers

Human Relations in Marketing and Distribution

Communications

Mathematics

Getting a Job

Selling

Human Relations on the Job

Economics of Marketing

LESSON PLAN FORMAT

INTRODUCTION AND OBJECTIVES	BLUE
UNIT OUTLINE	WHITE
PRE ASSESSMENT	BUFF
PRE ASSESSMENT KEY	GREY
LESSON PLANS	YELLOW
INFORMATION SHEETS	PINK
ASSIGNMENT SHEETS	GREEN
TRANSPARENCY MASTERS	WHITE
KEY AND ANSWER SHEETS	GREY
TEACHER REFERENCE SHEETS	BLUE
OPTIONAL ACTIVITIES AND BIBLIOGRAPHY	WHITE
POST ASSESSMENT	BUFF
POST ASSESSMENT KEY	GREY
UNIT EVALUATION	BUFF

CUSTOMER SERVICES

INTRODUCTION

"Customer Services" could be defined as all those activities in which a retail business engages to attract more customers and to keep these customers satisfied; and, to encourage them to return to the store. Retailers are continually putting more emphasis (and more money) into "Customer Services" and this increased emphasis calls for a more knowledgeable retail worker in the importance, varieties, applications, costs and overall benefit of "Customer Services" to the consumer as well as the businessperson.

CUSTOMER SERVICES

OBJECTIVES

Terminal Objective:

13.00 After the completion of this unit the student will be able to identify the various types of customer services used by retail businesses; describe their importance, identify the cost and describe the overall effect customer services have on the image of the retail business.

Enabling Objectives: After completion of this unit, the students should be able to:

13.01 Describe the purpose of customer services.

13.02 Identify the types of customer services.

13.03 Describe how customer services influence the store's image.

13.04 Recognize the possible costs involved in offering different customer services.

13.05 Identify who ultimately pays for customer services.

13.06 Describe the types of retail stores and the customer services offered by each type.

CUSTOMER SERVICES

UNIT OUTLINE

I. Time for unit: Six 55 minute class periods

II. Materials

A. Introduction

B. Objectives

C. Lesson Plan 1

1. Information Sheets

a. 1.01 - Customer Services
b. 1.02 - Types of Customer Services
c. 1.03 - Various Customer Services

2. Transparency Master

1.01 - Percent of Total Personal Consumption Expenditures Spent on Services

3. Assignment Sheet 1.01 - Evaluating Customer Service

4. Assignment Sheet 1.01 - Key

D. Lesson Plan 2

1. Information Sheet 2.01 - How Customer Services Relate to a Store's Image

2. Information Sheet 2.02 - Store Image and Policy Example

3. Assignment Sheet 2.01 - Developing Policy Statements

4. (Optional Activity)

a. Assignment Sheet 2.02 - Developing the Store Image (Quiz)

b. Assignment Sheet 2.02 - Key

E. Lesson Plan 3

1. Information Sheet 3.01 - Customer Services: Who Pays and What Are the Costs?

F. Lesson Plan 4

1. Information Sheet 4.01 - Retail Stores and Their Services

UNIT OUTLINE

(continued)

G. Lesson Plan 5

1. Post Assessment

2. Post Assessment - Key

H. Lesson Plan 6

1. Unit Evaluation

CUSTOMER SERVICES

LESSON PLAN #1

Time for Lesson: 55 minutes

Objectives: After completion of this lesson students will be expected to be able to:

13.01 Describe the purpose of customer services.
13.02 Identify the types of customer services.

Resources:

1. Information Sheet 1.01 - Customer Services
2. Information Sheet 1.02 - Types of Customer Services

Teacher Activities:

1. Discuss Information Sheet 1.01 with Transparency Master 1.01. The Transparency Master illustrates how the American is continuously spending more and more money on services.
2. Have students list as many customer services as they can think of and put them on the board.
3. Discuss which services are offered for sale and which ones are provided to the customer at no charge.
4. Distribute Information Sheet 1.02 and discuss the various profit centered and sales supporting customer services.
5. Distribute Information Sheet 1.03. Discuss.
6. Give Assignment Sheet 1.01.

Student Activities:

1. Read Information Sheet 1.01 and discuss.
2. List customer services.
3. Read Information Sheet 1.02 and discuss with instructor.
4. Complete Assignment Sheet 1.01.
5. Read Information Sheet 1.03 and discuss with instructor.

CUSTOMER SERVICES

INFORMATION SHEET 1.01

Most retail stores offer various types of services designed to keep the customers satisfied so that they will continue to patronize the store. These services can be either directly or indirectly related to the stores merchandise.

Customer services have become increasingly important over the last few years to the point where a little over 40% of the consumer's dollars is spent for service. Such services are defined by the American Marketing Association as "activities, benefits, or satisfactions which are offered for sale or are provided in connection with the sale of goods."

A service offers extra customer assistance in order to help support the sale. Free gift-wrapping and customer credit are common types of such service. Other services are not free but are still considered desirable by the customer. For example, many retail stores operate a service department for repair of appliances and other electric and electronic products. The fact that the store services its own products presumedly helps the store's sale of such items and results in more sales than the store would make if it didn't offer this service. In addition to helping the store increase profits by increasing sales, the service department is normally expected to show a profit on the service charges to the customers.

CUSTOMER SERVICES

INFORMATION SHEET 1.02

Types of Customer Services

Customer services can be divided into five main categories which are customer shopping conveniences, merchandise handling, customer accomodation, credit, and informational and advisory services.

Customer shopping conveniences are extra benefits a store provides to customers to increase the likelihood that they will return. Giving away stamps which can be turned in for merchandise and selling tickets to a ball game are examples of such services.

Merchandise handling is a service offered to customers that involves some form of handling the merchandise. These services may be profit centered such as storage and shipping, or they may be offered free of charge such as free gift wrapping, free delivery and layaway plans.

Customer accommodation services help customers receive the maximum satisfaction and benefits from their purchases. Included in this category are such services as warranties, guarantees, repairs, exchanges and returns, and special orders.

Credit is a service offered to customers wherein they can acquire merchandise or services now, in return for a promise to pay in the future. Most businesses must offer this service in order to remain competitive.

Informational and advisory services assist consumers in properly using the product or service they purchased. They may be profit centered such as bridal consultants and landscape artists, or they may be free of charge such as advice on what type of paint products to use on a particular surface.

VARIOUS CUSTOMER SERVICES

INFORMATION SHEET 1.03

CREDIT SERVICES

Regular 30-day charge account
90-day account
Revolving account
Installment account

MERCHANDISE-HANDLING SERVICES

Mail and telephone orders
Delivery and shipping
Storage
Wrapping and packing
Layaway
Catalog sales

CUSTOMER ACCOMMODATION SERVICES

Adjustments, refunds, and exchanges
Guarantees
Special orders and custom services
Installations
Repairs and alterations
Approval sales
CODs

INFORMATIONAL AND ADVISORY SERVICES

Personal shopping
Fashion consultation
Wedding arrangements: bridal consultant, register
Interior decorating
Landscaping
Educational services: classes in cooking, sewing, knitting, painting, sports, hobbies
Printed instructions: do-it-yourself materials
Sales-assisting and technical merchandise information
Point-of-sale display information
Consultative and informational services
Testing and analyzing

CUSTOMER SHOPPING CONVENIENCES

Customer service desk: amusement tickets, information, check cashing, utilities payments, money orders, traveler's checks, gift certificates
Food services, rest rooms, nurseries

CUSTOMER SHOPPING CONVENIENCES (continued)

Extended store hours
Parking
Vending machines: milk, coffee, candy
Store atmosphere and arrangement: layout, fixtures, noise and temperature control
Community services: Boy Scouts, charity festivals, scholarships, free concerts, art shows

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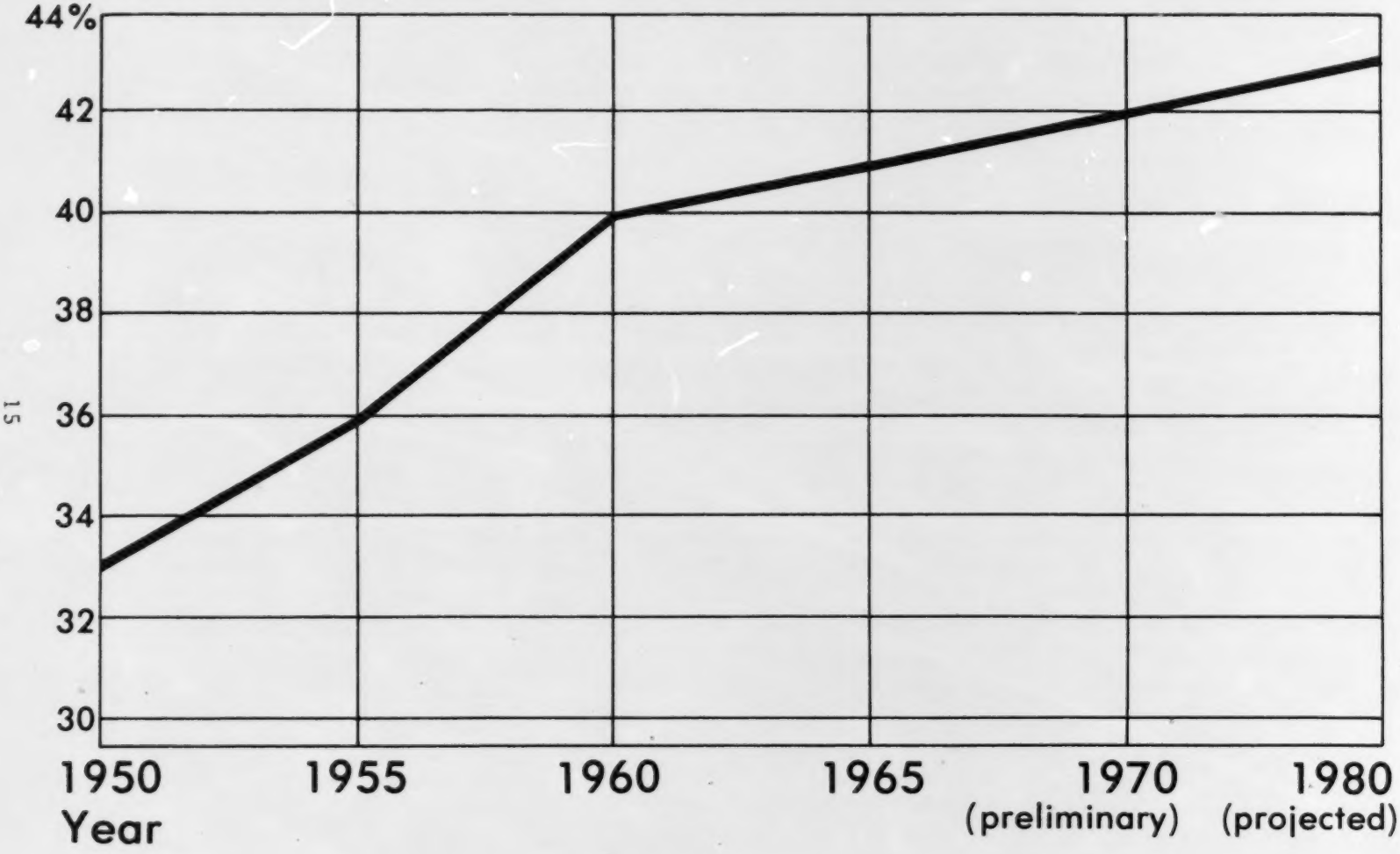
Percent of Total Personal Consumption Expenditures Spent on Services



SOURCE: Bureau of the Census, 1970

TM 1.01

CUSTOMER SERVICES

ASSIGNMENT SHEET 1.01

PROJECT 1 Evaluating Customer Services

Name _____

Career Interest _____

Estimated Completion Time ____

Evaluation _____

Date Assigned _____

Date Completed _____

YOUR PROJECT GOAL

Identify and classify the customer services provided in your locality by distributive businesses.

Co-op Student: With the aid of your training sponsor, and using the co-op planning guide (Form A) perform the activities listed below:

1. List the customer services your training station provides.
2. Next, list at least three customer services that your training station does not provide and that you think might be offered.
3. Indicate whether each of these services is product-supporting or profit-centered.
4. Identify the store's purpose for offering each of these services.

Project Student: Using the yellow pages of your local telephone directory, identify 15 customer services offered by business firms in their advertisements. Using the project planning guide (Form B), make a list of these services and the firms offering them.

CUSTOMER SERVICES

KEY

ASSIGNMENT SHEET 1.01

PROJECT 1 Evaluating Customer Services

Name _____

Career Interest _____

Estimated Completion Time _____

Evaluation _____

Date Assigned _____

Date Completed _____

YOUR PROJECT GOAL

Identify and classify the customer services provided in your locality by distributive businesses.

Co-op Student: With the aid of your training sponsor, and using the co-op planning guide (Form A) perform the activities listed below:

Student responses to be determined and evaluated at the instructor's discretion.

CUSTOMER SERVICES

LESSON PLAN #2

Time for Lesson: 55 minutes

Objectives: At the completion of this lesson students will be expected to be able to:

13.03 Describe how customer services influence the store's image.

Resources:

1. Information Sheet 2.01 - How Customer Services Relate To A Store's Image
2. Information Sheet 2.02 - Store Image and Policy Example

Teacher Activities:

1. Distribute Information Sheet 2.01 and discuss with students.
2. Distribute Information Sheet 2.02 and discuss with students.
3. Distribute Assignment Sheet 2.01: Developing Policy Statements

Student Activities:

1. Read Information Sheet 2.01
2. Read and discuss Information Sheet 2.02.
3. Do Assignment Sheet 2.01.

Optional Activities:

1. Read part 46: Richert, G. Henry; Meyer, Warren G.; Haines, Peter G.; Harris, E. Edward. Retailing Principles and Practices. New York: McGraw-Hill, 1968. pp. 424-434.
2. Do Supplementary Assignment Sheet 2.02.

INFORMATION SHEET 2.01

How Customer Services Relate To A Store's Image

A store's image is the impression that customers have of that store. It is affected by many factors in the make up of the store including the type and quality of merchandise, the employees, the promotion strategy, the physical appearance and store policies.

Store policy is an important factor in the development of an image. Policies are guidelines, or rules, designed to aid in decision making.

Customer service policies are an important type of store policy, which determines in part the store's image. They determine whether or not a store will offer a particular type of customer service. For example, a grocery store may want to develop an image as a place to buy food at an inexpensive price. It may, therefore, have a policy of eliminating even the most common customer services such as providing shopping bags so that it can both project the image of a savings store and so that it can offer goods at a lower price.

STORE IMAGE AND POLICY EXAMPLE

INFORMATION SHEET 2.02

Store image and store policy are closely related. The following is a brief statement of the image for which Bryan's Department Store would like to be known: "A store that sells medium-priced merchandise and gives the public value for its money. A working person's department store." Using the form below explain how each policy statement is consistent with the image Bryan's is trying to project.

POLICY	STATEMENT OF POLICY
Customer services	1. Liberal merchandise return 2. Easy credit terms 3. Free gift wrapping
Merchandising	1. No high fashion clothing 2. Store carries own name brand and suggests it first to customer
Sales promotion	1. Many good value sales during the year 2. Frequent newspaper advertising
Customer services	1. Free parking 2. Free delivery within 50 miles for goods costing over $5

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CUSTOMER SERVICES
ASSIGNMENT SHEET 2.01

PROBLEM: Developing Policy Statements

1. A store's image is reflected in its advertising. Collect at least two newspaper or magazine advertisements that produce the following images: top-quality merchandise, low-priced merchandise, and high-fashion merchandise (six advertisements in all). Using the form below give reasons why the advertisement creates the image and clip the advertisements to this page.

DESCRIPTION OF ADVERTISEMENT	REASONS FOR CREATION OF IMAGE

ASSIGNMENT SHEET 2.02
(Optional Activity)

Developing the Store Image

TRADE

Directions: *Read the six statements below at the right; then for each statement, select from the column as the left the term that best matches it in meaning. Write this term in the space provided.*

Mandatory policies	1.	The impression, personality, or mental picture called to mind when a firm's name is mentioned	1._____
100 percent location	2.	Policies stemming from federal, state and local laws	2._____
One-price policy	3.	Contract between manufacterers and sellers stating the minimum retail price of an article	3._____
Resale price maintenance agreement	4.	The same price for all customers except those buying in quantity	4._____
Store image	5.	The geographic boundaries within which a retailer's customers live and shop.	5._____
Trading area	6.	The ideal location for a particular type of store	6._____

KEY POINTS CHECKUP

Directions: *Each of the following statements is either true or false. If the statemnt is true, circle the T at the right, if false, circle the F.*

1. Store policies are one of the major factors in creating a store image.	1. T	F
2. Many problems in human relations result from inconsistencies in operating policies.	2. T	F
3. Mandatory policies are also referred to as company policies.	3. T	F

4. A store's merchandising policy shows little relationship to the kind of people who shop in the store. 4. T F

5. The one-price policy is rapidly being adopted by most retailers. 5. T F

6. The central shopping district is the same as the downtown shopping area. 6. T F

7. In locating a business, the business should first select its trading area. 7. T F

8. Corner locations are usually more valuable than other store locations. 8. T F

9. Basements and upper floors are usually less desirable as store locations. 9. T F

ASSIGNMENT SHEET KEY 2.02
(Optional Activity)

Developing the Store Image

TRADE

Directions: *Read the six statements below at the right; then for each statement, select from the column at the left the term that best matches it in meaning. Write this term in the space provided.*

Mandatory policies	1.	The impression, personality, or mental picture called to mind when a firm's name is mentioned	1. Store image
100 percent location	2.	Policies stemming from federal, state and local laws	2. Mandatory policies
One-price policy	3.	Contract between manufacterers and sellers stating the minimum retail price of an article	3. Resale price maintenance agreement
Resale price maintenance agreement	4.	The same price for all customers except those buying in quantity	4. One-price policy
Store image	5.	The geographic boundaries within which a retailer's customers live and shop.	5. Trading area
Trading area	6.	The ideal location for a particular type of store	6. 100 percent location

KEY POINTS CHECKUP

Directions: *Each of the following statements is either true or false. If the statemnt is true, circle the T at the right, if false, circle the F.*

1. Store policies are one of the major factors in creating a store image.	1. (T) F
2. Many problems in human relations result from inconsistencies in operating policies.	2. (T) F
3. Mandatory policies are also referred to as company policies.	3. T (F)

4. A store's merchandising policy shows little relationship to the kind of people who shop in the store. 4. T (F)

5. The one-price policy is rapidly being adopted by most retailers. 5. (T) F

6. The central shopping district is the same as the downtown shopping area. 6. (T) F

7. In locating a business, the business should first select its trading area. 7. (T) F

8. Corner locations are usually more valuable than other store locations. 8. (T) F

9. Basements and upper floors are usually less desirable as store locations. 9. T (F)

CUSTOMER SERVICES

LESSON PLAN #3

Time for Lesson: 55 minutes

Objectives: At the completion of this lesson students will be expected to be able to:

13.04 Recognize the possible costs involved in offering different customer services.
13.05 Identify who ultimately pays for customer services.

Resources:

1. Information Sheet 3.01 Customer Services: Who Pays and What are the Costs?

Teacher Activities:

1. Distribute Information Sheet 3.01 and discuss with class.

Student Activities:

1. Read Information Sheet 3.01 and participate in discussion.

CUSTOMER SERVICES

WHO PAYS AND WHAT ARE THE COSTS?

INFORMATION SHEET 3.01

As previously discussed, all customer services are either profit centered or sales supporting. A profit centered service, such as insurance or landscaping, is any service for which the customer is charged a fee which covers the cost of the service and a profit margin. The profit centered services are designed to earn profits for the business firm. Some services are offered on a cost recovery basis. The customer pays only for the store's cost of the service. Gift wrapping with the customer paying only for the paper, ribbon and bow is an example. Some sales supporting services, such as free gift wrapping or free parking, support the sale of the retailer's merchandise and thus make the customer more willing to shop there.

Increased discretionary income is one of the main reasons why retailers have expanded their customer services. Today, consumers can afford to spend more money on extra services and retailers are responding by meeting these new opportunities. Customer services are expect to grow in the future. Since more firms have sufficient merchandise to meet customer demands, firms are attempting to attract new customers through additional services. Also as consumers continue to have higher discretionary income they will have more to spend on extras.

The retailing of customer services for profit is different than the retailing of merchandise in one major respect. Merchandise can be varied to meet customer demand, whereas a service cannot. The service must rely on promotion to encourage its continued demand.

Advertising for services and products should provide the customer with information about the product or service and encourage him or her to buy. Promotion devices such as coupons and direct mailings are used frequently to help promote purchases. These special promotions of services, as well as merchandise, require expenses to cover the advertising costs and additional personnel. Therefore, when retailers fix the prices for promotion and implementation of such services the cost must ultimately be passed on to the customer or absorbed by the retailer. Most profit minded retailers will incorporate the cost of such services and merchandise in the price the customer pays for the same. Thus, it is the customer who ultimately pays for the retailing of products and services.

CUSTOMER SERVICES

LESSON PLAN #4

Time for Lesson: 55 minutes

Objective: At the completion of this lesson students will be expected to be able to:

13.06 Describe the types of retail stores and the customer services offered by each type.

Resources:

1. Information Sheet 4.01

Teacher Activities:

1. Distribute Information Sheet 4.01 and discuss with class.

Student Activities:

1. Read and discuss Information Sheet 4.01.

CUSTOMER SERVICES

RETAIL STORES AND THEIR SERVICES

INFORMATION SHEET 4.01

Manufacturers, wholesalers and retailers all offer customer services to their customers. Such businesses offer services to industrial and family consumers. These services include utilities, house repairs, recreation, communications and education. Personal services, such as beauticians, medical care, insurance and financial services are also examples of such services.

Retailers offer some of these services and others. Of course the larger department stores and chain stores are in better financial positions to offer more of these services than the smaller, family owned retailers. For example many department stores offer a few specialized services such as employee and public cafeterias, nurseries for children of employees and for shoppers, fashion coordinators and bridal consultants, landscaping artists, and sewing and cooking schools. And to attract the teen shoppers many of these stores have established fashion and teen boards.

Like the larger department stores, small retailers offer a few "standard" customer services that most customers expect from a retailer such as credit, gift-wrapping, layaways, delivery and shipping and catalogue and mail order shopping.

To be more specific, retailers who specialize in apparel and accessories for both men and women usually offer an alteration service and sometimes sales on approval for preferred customers. Serveral large department stores receive a substantial portion of their sales from catalogue sales. These stores usually have their own installation and repair services for their appliances. General merchandise and hardware stores usually offer most of the standard services mentioned above. Food service establishments do not offer many of the services previously discussed but they do offer some services that other retailers do not offer. These special services include nightly specials, discount prices and menus for children under a certain age and catering. More and more consumers are beginning to take advantage of catering services offered in their communities both in their homes and for private parties and in reserved banquet rooms for more formal parties.

This listing of consumer and business services cannot possibly encompass every service offered by the vast number of business firms serving consumers today. The services discussed in this unit do offer examples of the many careers available to the student interested in pursuing a career in marketing or retailing.

CUSTOMER SERVICES

LESSON PLAN #5

Time for Lesson: 55 minutes

Objective:

Resources:

1. Post Assessment
2. Post Assessment Key

Teacher Activities:

1. Distribute post-assessment to the students.

2. Explain to the students they have the class period to complete the assessment and turn it in.

Student Activity: Complete the assessment and turn it in to your instructor.

Assignment: None

NOTE: At teacher discretion students may use handout materials and notes to complete the post assessment.

CUSTOMER SERVICES

POST ASSESSMENT

Fill in the blanks:

1. About _____ cents out of every dollar consumers spend goes for services.

2. The five main categories of customer services are: _____ services, _____ _____ services, _____ _____ services, _____ and _____ services, and _____ _____ _____.

3. The _____ _____ is what people believe to be true about a store, right or wrong.

4. An example of a profit centered service would be _____.

5. An example of a sales supporting service would be _____.

6. It is the _____ who ultimately pays for the retailing of products and services.

7. Some examples of "standard" customer services are _____, _____, _____ and _____.

Listing:

8. List the five (5) main categories of store policies.

   a.

   b.

   c.

   d.

   e.

9. Store management usually has the authority to establish its services; however, some store policies and services are the result of other sources. Name three of these.

   a.

   b.

   c.

10. Name at least 10 services by large and small stores.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

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CUSTOMER SERVICES

POST ASSESSMENT KEY

1. 43

2. credit, merchandise handling, customer accomodation, informational and advisory, customer shopping conveniences

3. store image

4. (instructor's discretion)--free parking, no finance charges on X amounts

5. (instructor's discretion)--longer operating hours, telephone sales

6. customer

7. credit, gift-wrapping, layaways, delivery and shipping, catalogue and mail order shopping

8. a. merchandise policies
   b. sales promotion policies
   c. customer service policies
   d. personnel policies
   e. general policies

9. a. government regulations
   b. merchant groups
   c. what competition is doing

10. a. cafeterias
    b. nurseries for children
    c. fashion coordinators
    d. bridal consultants
    e. landscaping artists
    f. sewing and cooking schools
    g. catering services
    h. home delivery
    i. formal party rooms
    j. nightly specials
    k. discount coupons

CUSTOMER SERVICES

LESSON PLAN #6

Time for Lesson: 55 minutes

Objective:

Resource: Unit Evaluation

Teacher Activities:

1. Distribute unit evaluation to the students
2. Explain what is to be done by students

Student Activity: Complete the unit evaluation.

Assignment: None

CUSTOMER SERVICES

UNIT EVALUATION

Your Project Goal: Identify customer shopping conveniences provided by different types of retail stores.

Co-op Student: Using the forms provided, list the customer services that are found in your training station and in those of two competitive firms. Have your training sponsor check and initial your list for completeness and accuracy. Attempt to identify each as a sales-supporting convenience (SS), a cost-recovery service (CR) or a profit center (PC). Describe the overall effect each service has on the image of the store.

Project Student: Using the forms provided, list the shopping services provided for customers in three business firms, one for each of the following types: department store, specialty shop and supermarket. Attempt to identify each as a sales-supporting (SS), a cost-recovery (CR) or a profit center (PC). Describe the overall effect each service has on the image of the store.

* * * * *

Name _____

Career Interest _____

Evaluation _____

_____

Date Assigned _____ _____

Date Completed _____

Firm _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Date Assigned _____

Date Completed _____

Firm _____

Name _____

Career Interest _____

Evaluation _____

_____

_____

Service	How Service Is Paid For (SS,CR,PC)*	Effect on Store's Image
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

* SS = Sales-supporting
CR = Cost-recovery
PC = Profit center

KEY

Date Assigned _____

Date Completed _____

Firm _____

Name _____

Career Interest _____

Evaluation _____

SUGGESTED CRITERIA for instructor evaluation could consist of but not be limited to student's ability to identify services, determine how they are paid and describe the effect on the store's image.

Service	How Service Is Paid For (SS,CR,PC)*	Effect on Store's Image
1. Assistance in dressing bride at church	SS	Personal attention and interest in customer.
2. Free Pressing of gown	SS	store is interested in customer.
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

SS

* SS = Sales-supporting
CR = Cost-recovery
PC = Profit center